

Investigating how adult participation in the lives of the children, the centre, and the wider ECE community, enhance the learning experiences and outcomes of children - Why bother?

Royce Dewe, Judith Duncan, Sandy Eaton,
Jenny Te Punga-Jurgens, Maureen Thomas

Research Partnership

- Whanganui Central Baptist Kindergarten and Early Learning Centres (CBK)
- University of Canterbury
- University of Victoria
- Funded by TLRI

Teaching and Learning Research Initiative

1. The research will address themes of strategic importance to education in New Zealand
2. It will draw on related overseas work and build upon New Zealand-based research evidence
3. The research will address strategic themes and be forward looking

4. The project design will enable substantive and robust findings
5. The research will recognise the central role of the teacher in learning
6. The projects will be undertaken as a partnership between researchers and practitioners. (NZCER website, 2004).

Strength of these projects

- Based in the questions that matter to teachers and educational settings
- Combine the strengths and knowledge of teachers and researchers
- Develops new knowledge for both the researchers and the teachers
- Results are applicable to education settings

Issues with these projects

- Time
- Money
- Conflicting expectations
 - teachers
 - researchers
 - funders

Outcomes

- Different outcomes for different audiences:

Resources for teachers

Feedback for the community

Research summary and report for funder

Academic publications

KEY

- RELATIONSHIPS
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Whanganui CBK



Whanganui

Population: 42,639 (2006)

- 22 percent of the population identify as Māori
- Lower post-school and school qualifications than rest of NZ (with higher % of Māori in this category than rest of NZ)
- Higher number of single parent families than national average
- Lower incomes than national average

(<http://www.stats.govt.nz/Census/2006CensusHomePage/QuickStats/AboutAPlace>)

Emerging Parent Support & Development

a community of learning

CBK

Parent Education Strength Based

- ♦ Attachment
- ♦ Brain development
- ♦ Budgeting
- ♦ SKIP
- ♦ Boundaries
- ♦ Toolbox
 - ♦ Early years
 - ♦ Middle years
 - ♦ Teen
- ♦ Informal connections
Parent to parent,
Teacher, coordinator
- ♦ Home visits
- ♦ SPACE



Social Supports & Informal Networks

- ♦ Advocate for Children who witness violence
- ♦ Antenatal
- ♦ Birthright
- ♦ Barnadoes
- ♦ Akoranga Child Care
- ♦ Budget Advice
- ♦ Celebrating Parents
- ♦ Central Baptist Church
- ♦ Community Mental Health
- ♦ CYF
- ♦ Early Childhood Centres
- ♦ Family Start –Te Puawai whanau
- ♦ Family Support Services
- ♦ Family Works
- ♦ HIPPY
- ♦ Jigsaw
- ♦ Keith St School
- ♦ Keith St Kindergarten
- ♦ Life to the Max
- ♦ Open Home Foundation
- ♦ Maternal Mental Health
- ♦ Midwives
- ♦ PAFT
- ♦ Plunket
- ♦ Post Natal Depression
- ♦ Public Health
- ♦ Schools
- ♦ SKIP
- ♦ Te Puna Matauranga [Iwi]
- ♦ Te Oranganui
- ♦ Violence Intervention Network
- ♦ Wanganui Learning Centre
- ♦ WINZ

Parent Support

- ♦ Choices in Early Childhood Education; TKR, Playcentre, Kindergarten, Schools
- ♦ Parent Support Group
 - * Single Parenting
 - * Create n Take
 - * Cuisine
 - * Allergy Support
 - * Mums N Bubs
 - * Body Basics
 - * Home Visits
- ♦ Events
 - ♦ SKIP events
 - ♦ Community events

Participation & Engagement

- ♦ Kidz @ 303
- ♦ Early Childhood Centres
- ♦ Schools
- ♦ Te Kohanga Reo
- ♦ Kura Kaupapa
- ♦ Programmes offered by other providers

Recently identified gaps in community

- ♦ Intermediate Years - parent support
- ♦ SPACE (alongside mainly first time parents)
- ♦ Maternal Wellbeing —support group
- ♦ Supporting parents courses—Toolbox 6—12 years & Teenage years
- ♦ 'Older' mums (40 plus)

Parent Partnerships

- ♦ Family/whanau profiles
- ♦ Teaching teams
- ♦ Baptist Kindergarten Senior Teacher—professional development of curriculum
- ♦ CBK staff research





Building on this model

4 ECE Centres

1 Parent Resource Centre

1 HIPPY programme

1 SKIP programme

1 SPACE programme

Church activities

Research

- Two-year project
- Partnership between teachers and professional researchers: Judith Duncan and Sarah Te One
- Built on 20 years of community involvement by the Whanganui Central Baptist Kindergarten and Early Learning Centres (CBK)

Research question

How does active adult participation in early childhood education enhance positive outcomes for children and their whānau?

Objectives

1. To understand how active adult participation in ECE enhances child learning outcomes;
2. To generate successful models of active adult participation in ECE for enhanced parenting;
3. To capture evidence from adult participation in ECE (and its associated parent support activities) for enhanced community wellness.

Research

- Teacher – Parent interactions, Parent to Parent interactions: Mapping
- Building connections: Seeing and Being Seen
- Children's learning: Golden Thread, Teachers conferencing
- Community wellness: CBK as a 'platform'

○ **KEY: Teacher-friendly methods**

Methods and tools

- Interviews
- Cameras
- Pedagogical documentation
- Mapping
- Event recording
- Journals
- LEARN site
- Teachers and researchers collaborative action
- Jointly decided approaches trialled
- Cyclical approach across all four centres

WHY BOTHER?



Why Not?

- Gains
- Changes
- Challenges
- A-huh moments

Business of Bothering

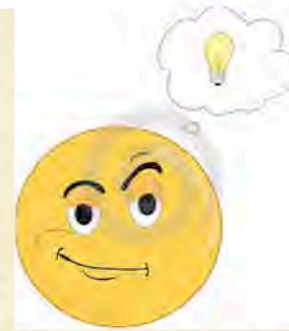
- Questioning
- Reflecting
- Reviewing
- Seeing

Q: How does active adult participation in early childhood education enhance positive outcomes for children and their whānau?



Oh Bother!

- Askew
- What the?
- Who?
- Flip
- Life goes on



It's not about us!
We are only a small part of the child/whānau community!!!
How does our involvement in THEIR community
bring about learning outcomes for children?
How does this bring about community wellness?
How do we document/show this?

Bothering

- Investment
- Timing
- Ownership
- Momentum
- Provocations

For more information

○ See websites:

www.tlri.org.nz

www.centralbaptistkindergarten.org.nz

Or email: judith.duncan@canterbury.ac.nz

Duncan, J., & Te One, S. (Eds.) (2012). *Comparative early childhood education services: International perspectives* (Critical Cultural Studies of Childhood). New York: Palgrave MacMillan.

